



UNIVERSITY OF MAINE AT FARMINGTON  
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

**Teacher's Name:** Michael Diffin **Lesson #:** 3 **Facet:** Self-Knowledge

**Grade Level:** 9-Diploma **Numbers of Days:** 3

**Topic:** WWII

**PART I:**

**Objectives**

Students will understand that WWII altered how the world looks at itself and each other.

Students will know People to people relations

Students will be able to realize how they see the post-war world as a result of the events that occurred during the war.

**Product:** Audio file

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

Maine Learning Results

Content Area: Social Studies

Standard: E. History

Standard: E1 historical knowledge, concepts, themes, and patterns

Grade Level Span: Grade 9-diploma WWII and Post-war United States 1939-1961

Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world.

Performance Indicators: B,C,D

**Rationale:** The Students will meet this standard as they will understand the relations of different nations before and as a result of the war and how this played an impact on not only the war but the world to follow. They will also gain knowledge through learning how to research. Learning how to acquire of the knowledge will help the students learn the influences even better.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

The students will use the clickers to respond individually without the influence of their peers and give genuine responses as to how they believed the world changed in a simplified form.

## **Section II – timely feedback for products (self, peer, teacher)**

The students will have a checklist that they will need to complete in tandem with the clickers in order to display that they have gained all of the information necessary to do the audio file project effectively as well as work towards the final project. The checklist may also be a good addition to the students portfolio. The feedback to the student from the assignment will also come back in the form of a checklist.

### **Summative (Assessment of Learning):**

Audio recording: Students will use audio recordings from WWII as WWII was a leap in the auditory age and they will be showing a connection between now and then through technology. They will find important speeches, either pre-recorded or they can record themselves saying it, and spend some time talking about them in an audio recording. 120 points

### **Integration**

**Technology:** I will be integrating technology into this lesson through the use of Audio Programs. The audio programs will allow the students to combine their ideas with those of the past showing the progression of the audio period.

### **Content Areas:**

**English:** This lesson includes the use of the step by step organizer and the audio files that will have a written version. These parts to the lesson will encompass writing skills to facilitate learning and the communication of ideas. They will be using basic grammar and mechanical knowledge to forward their ideas

### **Groupings**

#### **Section I - Graphic Organizer & Cooperative Learning used during instruction**

The graphic organizer I chose was the step by step chart which would facilitate learning in this lesson as it would be easy to work through events and how they may have effected world views. The cooperative learning model that I chose to use was the clicker model as with it being electronic the students could respond individually without the influence of their peers and give genuine responses as to how they believed the world changed in a simplified form.

#### **Section II – Groups and Roles for Product**

World war II, as part of the beginning of the auditory age, the students will make an audio recording of important events and speeches in their own words. The students may work together to do these audio recordings.

### **Differentiated Instruction**

### **MI Strategies**

**Verbal:** The students will be making an audio file using their own voices as well as clips from the era.

**Logic:** The clickers are a piece of technology that apply to mathematically minded people.

**Visual:** The video hook should lure these people into the lesson.

**Musical:** The music between countries is very different as a base but the music during war has some amazing differences but similarities as well.

**Intrapersonal:** The clickers are an assignment that will be completed individually.

**Interpersonal:** The audio file can be made in groups or by themselves.

### **Modifications/Accommodations**

***From IEP's ( Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.***

### **Plan for accommodating absent students:**

To accommodate for absent students all class notes and assignments will be posted on the class wiki they will also be expected to contact me through email or get the assignments from their work group. There will also be several short videos posted to the blog about the subjects covered in class the day they missed.

### **Extensions**

#### **Type II technology:**

I will be integrating technology into this lesson through the use of Audio Programs. The audio programs will allow the students to combine their ideas with those of the past showing the progression of the audio period.

#### **Gifted Students:**

Last lesson these students were researching the political systems and relating them to the leaders from the previous lesson. In this lesson they will also understand how the different leaders related to each other.

### **Materials, Resources and Technology**

*Laptops, projector, markers, graphic organizer, checklist*

### **Source for Lesson Plan and Research**

<http://www.eduplace.com/graphicorganizer/>

Graphic organizers for this lesson

<http://www.state.gov/secretary/rm/2011/12/178368.htm>

Hilary Clinton on international human rights day

<http://umfresources.wikispaces.com/EDU221InternetSearching#Evaluating%20What%20You%20Find%20on%20the%20Internet>

How to find a good search engine developed by Dr. Theresa Overall of the University of Maine at Farmington

As well as the links from the last two lessons

<http://www.stanford.edu/~ldiamond/iraq/WhatIsDemocracy012004.htm>

Definition of Democracy and how it works.

<http://www.britannica.com/EBchecked/topic/202210/fascism>

Definition of Fascism

<http://en.wikipedia.org/wiki/Socialism>

Definition and how socialism works

<http://www.howstuffworks.com/communism.htm>

How communism works and what it is.

[http://en.wikipedia.org/wiki/Proportional\\_representation](http://en.wikipedia.org/wiki/Proportional_representation)

Definition and how proportional representation works.

<https://en.wikipedia.org/wiki/Monarchy>

Definition and explanation of Monarchies.

<http://en.wikipedia.org/wiki/Totalitarianism>

Definition and explanation of totalitarianism.

<http://en.wikipedia.org/wiki/Imperialism>

Definition and explanation of imperialism.

<http://www.whitehouse.gov/about/presidents/franklinroosevelt>

About FDR

<http://www.jewishvirtuallibrary.org/jsource/Holocaust/hitler.html>

About Hitler

[http://www.bbc.co.uk/history/historic\\_figures/stalin\\_joseph.shtml](http://www.bbc.co.uk/history/historic_figures/stalin_joseph.shtml)

About Joseph Stalin

[http://www.bbc.co.uk/history/historic\\_figures/mussolini\\_benito.shtml](http://www.bbc.co.uk/history/historic_figures/mussolini_benito.shtml)

About Mussolini

[http://www.bbc.co.uk/history/people/winston\\_churchill](http://www.bbc.co.uk/history/people/winston_churchill)

About Winston Churchill

[http://www.bbc.co.uk/history/historic\\_figures/chiang\\_kaishek.shtml](http://www.bbc.co.uk/history/historic_figures/chiang_kaishek.shtml)

About Chiang Kai Shek

<http://www.whitehouse.gov/about/presidents/harrystruman>

About Harry Truman

<http://www.britannica.com/EBchecked/topic/46315/Axis-Powers>

About Axis powers

<http://www.britannica.com/EBchecked/topic/16380/Allied-Powers>

About Allied Powers

<http://www.merriam-webster.com/dictionary/nazi>

Definition of a Nazi

[http://www.paperlessarchives.com/wwii\\_clifford\\_berryman\\_cartoon.html](http://www.paperlessarchives.com/wwii_clifford_berryman_cartoon.html)

Political cartoons

<http://www.eduplace.com/graphicorganizer/>

Graphic organizers for the lesson

## **PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (3-5 pages)*

Day one: 80 minutes

- Hook: Watch the Video of Hilary Clinton on IRHD and talk about the implications some of the ideas may have had in the years of the war had they been applicable. (15 minutes)
- Instructional period (20 minutes)
- Clickers: Students will use the clickers based off of the information they have just received in the instructional period based off of a set of questions surrounding the topic. (15 minutes)
- Graphic organizer: step by step organizer that led to the Allied and Axis powers falling where they had. (30 minutes and if not finished, finish at home)

Day two: 80 minutes

- Instructional period how to find good sources. (50 Minutes)
- Have the students find good sources. (25 Minutes)
- Introduce the Audio file (5 minutes and tell the students to start finding things for next class)

Day Three: 80 minutes

- Music of the different nations in a time of war. (20 minutes)
- Meet with students individually to work with them on their audio files to ensure that they know what they are doing and that they are coming along. (60 minutes)

- Work on audio file (assignment)
- Check pop-its before you leave.

Students will understand that WWII altered how the world looks at itself and each other. War has an effect on countries as a whole and they will look at this within the context of World War II and then within the context of today. Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world. I will show the video recorded on Hilary Clinton about the International Human Rights day. **Where, Why, What, Hook, Tailors: Visual, Verbal**

Students will know People to people relations. The graphic organizer I chose was the step by step chart which would facilitate learning in this lesson as it would be easy to work through events and how they may have effected world views. The cooperative learning model that I chose to use was the clicker model as with it being electronic the students could respond individually without the influence of their peers and give genuine responses as to how they believed the world changed in a simplified form. The students will use the clickers to respond individually without the influence of their peers and give genuine responses as to how they believed the world changed in a simplified form. **Equip, Explore, Rethink, Tailors: Logic, Intrapersonal**

The graphic organizer I chose was the step by step chart which would facilitate learning in this lesson as it would be easy to work through events and how they may have effected world views. The cooperative learning model that I chose to use was the clicker model as with it being electronic the students could respond individually without the influence of their peers and give genuine responses as to how they believed the world changed in a simplified form. World war II, as part of the beginning of the auditory age, the students will make an audio recording of important events and speeches in their own words. The students will have a checklist that they will need to complete in tandem with the clickers in order to display that they have gained all of the information necessary to do the audio file project effectively as well as work towards the final project. The checklist may also be a good addition to the students portfolio. The feedback to the student from the assignment will also come back in the form of a checklist. **Explore, Experience, Rethink, Revise, Refine, Tailors: Interpersonal, Musical**

The Students will self assess through a checklist. The students will receive timely feedback in the form of comments and the same checklist that I will fill out and return to them. This relates to the previous lessons because the students will be taking the information that they have learned in the last two lessons and using it to relate the leaders and their political and economic processes with each other and be using this information so that they understand the reasons for the war and how people felt afterward. **Evaluate, Tailors: Verbal**

### **Content Notes**

Students will know.....

*Develop detailed content notes so a substitute or a colleague can teach your lesson. (2-3 pages)*

## Teaching People to People relations

This is a tricky subject and can only be realistically covered by talking about the development of the Allied and Axis Powers. By this point the Students should know that the Allied Powers consisted of primarily the United States, England, and Russia as well as many other players that influenced the war, as well as the axis powers consisting of Japan, Italy, and Germany. There are many reasons that there were high tensions between the countries before and after the war. Some of this tension was built upon the first great war which was a major influence in the second. After WWI and the Treaty of Versailles in 1919 the Germans went into a time of hard economic debt. In the wake of World War I, the Germans, still rife with fury over the Treaty of Versailles and the economic downturn that resulted, elect a man, one who is an eloquent speaker, economically minded, and is entrusted by the people to get them out of the worst situation the nation had been in in memorable past. Released from prison serving two years for treason and with the release of his book *Mein Kampf*, a book that united the people and gave them a common hatred of everyone who put them in the post WWI situation that they had been living in since 1919, after seizing control of the National Socialist German Workers' Party (NSDAP) he was elected Fuhrer and with death of Von Hindenburg, the last chancellor, Hitler united the positions and took full control of the country. Once out of this horrifying economic depression, which only took a year to get out of, Hitler, with the collaboration of the Italians and Japanese who were already in one of the greatest wars the east had ever seen, began the greatest war and test of powers the world would see for many years to come.

The prewar tensions were flying for many years before hand but the post war fury was greater than anything seen before. To this day Germany and Japan are not allowed to have Armies and the United States holds military positions in both countries. With the destruction of Fascism who would be the new world enemy? With the holocaust and the sino-japanese wars still fresh in the minds of the people how would these nations be treated? How do you think the post war went? Did the events of the war predict what was to come?

*The section regarding how to do research comes primarily from Dr. Theresa Overall's web resources on how to do internet research.*

<http://umfresources.wikispaces.com/EDU221InternetSearching#Evaluating%20What%20You%20Find%20on%20the%20Internet>

### "Searching the Internet

#### Class Activity Part I

Find a search engine or meta search engine that you've never used before. Make sure you are the only one in class using that search engine.

In the search window type two words with a space in between but no other punctuation: Michael Diffin\*

(I know it looks conceited to have you search for my name, but you'll see why I did it in a minute . . . I just happen to have a last name that makes this exercise interesting.)

Report to the class the name of your search engine and how many hits you got.

Look through the list. How many of those hits are really about me? How did the other pages make it into your search?

Now, in the search window, type the same two words but with quotation marks around them:

"Michael Diffin"\*

Report to the class the name of your search engine and how many hits you got this time.

Are the results better? worse? more? less? What's different? Why?

Finding Info on the Internet

### Class Activity Part 2

Now imagine that you are researching cowboys in the Wild West of America in the late 1800's.

Using the same search engine, type this one word with no punctuation: cowboys

Report to the class the name of your search engine and how many hits you got.

What is the most common "bad hit" that you are getting?

Type in your search window the following two words with a minus sign in front of the second

word: cowboys -football

How many hits did you get? Is it less? Are there fewer bad hits?

Now try typing in the search window: cowboys -football -Dallas

Are the results better? worse? more? less? What's different? Why?

### Class Activity Part 3

Go to google.com and click on "advanced search" on the right side of the search window. What are all those features good for and when would you use them? Be sure to check out the ability to sort by readability."

*\*Changed from Theresa Overall to Michael Diffin for consistency.*

Once you have found a site that you would like to use, go to the provided website and use the internet resource evaluation to check to see if it is a site worth using. Once the site has been checked using the form, get approval from the teacher. For future use of websites keep these key ideas in mind.

### **Handouts**

*Graphic organizer, checklist*

### **Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

### **Learning Styles**

***Clipboard:*** Clipboards will be happy with this lesson as it caters to them through the graphic organizers and the checklists. Both of these should keep the rather chaotic idea that we will be



exploring in line.

**Microscope:** Microscopes should be happy with this lesson as it caters to them through the ability to research in depth and take many of the ideas from the previous lessons and allows them to be dissected and used as an explanation for the war and its after effects.

**Puppy:** Puppies should be content with this lesson as it fosters positive environments through the clickers because it does not force a situation that will cause a stressful environment.

**Beach Ball:** Beach ball's should be happy with this lesson as there is a lot of flexibility There is flexibility in the product as it gives them the opportunity to choose their paths. It also offers flexibility in the research stage where they can pick their own sites to use.

**Rationale:** This lesson allows the students to understand how they felt as the war began and ended and what the worlds view of what, not only the war was but its consequences.

**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**

### **Formative (Assessment for Learning)**

#### **Section I – checking for understanding during instruction**

The students will use the clickers to respond individually without the influence of their peers and give genuine responses as to how they believed the world changed in a simplified form.

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The students will have a checklist that they will need to complete in tandem with the clickers in order to display that they have gained all of the information necessary to do the audio file project effectively as well as work towards the final project. The checklist may also be a good addition to the students portfolio. The feedback to the student from the assignment will also come back in the form of a checklist.

### **Summative (Assessment of Learning):**

Audio recording: Students will use audio recordings from WWII as WWII was a leap in the auditory age and they will be showing a connection between now and then through technology. They will find important speeches, either pre-recorded or they can record themselves saying it, and spend some time talking about them in an audio recording. 120 points

**Rationale:** The students need to grasp these simple understandings in order to develop a well educated opinion on the origins and outcomes of the war.

***Standard 7 - Planning Instruction.*** *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

***Content Knowledge:***  
(see content notes)

***MLR or CCSS:***

Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world.

Maine Learning Results

Content Area: Social Studies

Standard: E. History

Standard: E1 historical knowledge, concepts, themes, and patterns

Grade Level Span: Grade 9-diploma WWII and Post-war United States 1939-1961

Performance Indicators: B,C,D

***Facet:*** Self-Knowledge

***Rationale:*** The students, in this lesson, will learn many enduring themes that would remain true for many years after the war and would create many historic influences and the beginnings of some of the many world institutions that resulted.

***Standard 8 - Instructional Strategies.*** *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

***MI Strategies:***

**Verbal:** The students will be making an audio file using their own voices as well as clips from the era.

**Logic:** The clickers are a piece of technology that apply to mathematically minded people.

**Visual:** The video hook should lure these people into the lesson.

**Musical:** The music between countries is very different as a base but the music during war has some amazing differences but similarities as well.

**Intrapersonal:** The clickers are an assignment that will be completed individually.

**Interpersonal:** The audio file can be made in groups or by themselves.

***Type II Technology:*** I will be integrating technology into this lesson through the use of Audio Programs. The audio programs will allow the students to combine their ideas with those of the past showing the progression of the audio period.

***Rationale:***

All of the multiple intelligence's in this base unit should be able to be accessed through the tailors. Every multiple intelligence should be able to be hit at some point in the lesson through the multiple forms of work and how they are assessed.

### **NETS STANDARDS FOR TEACHERS**

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:*** Students will think critically in order to discover their own opinions and ideas about the reasoning of the war and its outcomes. They will work through the problems by recording their ideas in an audio file using real data that they will find and use to prove their ideas.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:***

This should facilitate their learning as they should be interested in their community and environment as they can make real life connections to themselves and the people around them. All learning styles are adapted in this lesson as well as multiple outlets for the students to assess themselves or others.

The students will be tasked with making connections to themselves and their communities. The audio file will allow for an easy way for the students to not only show the fact that they have gained the necessary knowledge but they can also do it in the style that works for them.